

Appendix G: Internship Field-based Activities Summary Report and Validation



Lamar University – M.Ed. in Educational Technology Leadership

Internship Field-based Activities Summary Report and Validation				
<p>Directions: This Internship Field-based Activities Summary Report is for your use as a planning worksheet. Post this report to your e-Portfolio wiki/blog/Google site monthly to document completion of your activities.</p> <p>As you plan your campus- or district-supervised Internship hours, do the following:</p> <ul style="list-style-type: none"> Include at least one campus- or district-supervised activity under each of the 33 ISTE Technology Performance Indicators associated with the eight Technology Facilitation Standards. Make sure your campus- or district-supervised activities total a minimum of 100 hours as specified in the eight Technology Standards. Follow the guidelines on page 37 to reflect on each completed activity. <p>Your site mentor will validate the hours earned at the end of your Internship. All hours must be completed before you enroll in the Internship course, EDLD 5388/5370 *Please note that course number changes in Fall 2010*.</p> <p>Once complete:</p> <ul style="list-style-type: none"> PDF the Validated Summary Report. This report must be signed by your site mentor. Create a new page on your wiki, titled “ Completed Internship Field-based Activities Summary Report” Post the completed Internship Field-based Activities Summary Report to your wiki. 				
		Brief Description of the Activity	Date Activity Completed	Internship Hours
Standard 1. Technology Operations and Concepts	TF- I.A	Conducted staff development day to train new employees on using district emails, school-shared drives, and the Skyward-Gradebook software. Prepared for meeting, documented meeting, and met with mentor.	8-16-10	10
	Reflection: Covered in Standard 1 Reflection			
	TF - B	Offered continued support to colleagues for helping with software usage.	ongoing	19

Reflection: EDLD 5370 Reading and Field-Based Experience Reflection

Technology Facilitator Standard 1

Technology Facilitator Standard 1: Technology Operations and Concepts

Technology facilitators and leaders ensure that their colleagues possess the fundamental understanding and skills needed to operate specific technologies and understand the concepts associated with technology use.

Reflection on Reading and Field Based Experiences

Self -Assessment

Reading about Standard 1 in the text *ISTE's Technology Facilitation and Leadership Standards*, laid a solid foundation by which to build my leadership role as a technology facilitator. Assuming that I will have that title at some point after completing my master's degree, I will need to have the skills and knowledge that each of the eight standards in the text outline. Standard 1 goals are "general, basic, and usually transferable across different hardware platforms and software applications" (Williamson & Redish, 2009, p. 18). In my field-based activity, I utilized the knowledge gained from this reading to train new teachers on the basic technology operations involving Gradebook, the district server, and district email. I relied on the knowledge and skills I had acquired from using these elements (old information) and combined that with the new information I learned from the readings about Standard 1 to create a half day staff development day for new teachers. According to the CDW-G Teachers Talk (2006, para.17) survey, "only 18% of teachers possess an 'advanced' level of technology proficiency." The activities that I conducted in my field-based staff development day helped me master the Standard 1 objectives through modeling correct usage of the district email, school-shared drives, and Gradebook software. I also provided hands-on assistance to the participants and offered future technical support services as well through the use of the technology trouble tickets email account. These activities reflect the following Performance Indicators: *TF-1.A (Demonstrate knowledge, skills, and understanding of concepts related to technology as described in the ISTE NETS*T), and TF-1.B (Demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.)*

Learn as a Learner

I approached this experience with the theory that the participants would learn more through hands-on activities. The participants learned the new technology operations and concepts through the modeling that I provided and through their hands-on practice with the features. Because I am a hands-on learner, I wanted to use that same method of teaching with the participants of this staff development day. I believe that I was successful in implementing the indicators of Standard 1 as the participants successfully completed the tasks in the meeting to help familiarize themselves with the features and software. The feedback that the participants provided was positive. These new teacher participants now have a solid foundation of the district server, email and network, as well as a functional grasp of using the Gradebook software. Because "teachers' technology proficiency plays a major role in classroom technology innovations," I see the importance that Standard 1 holds (Zhao, Pugh, Sheldon & Byers, 2002, p. 104). My past interactions with colleagues concerning their lack of training in these areas as a new teacher to the district, as well as my own lack of training as a new teacher to the district, motivated me to help teach the basic technology skills needed to function within the district.

Lifelong Learning Skills

I have learned that trying to make situations better for new teacher is rewarding and will lead to more staff development in the future. This experience challenges me as a lifelong learner to research areas where more professional development is needed. Providing all teachers with the fundamental understanding and skills needed to operate specific technologies is crucial to the successful implementation of technology into required curriculum and crucial to impacting greater student engagement and achievement.

References:

CDW-G. (2006). *Teachers talk survey*. Retrieved from <http://newsroom.cdwg.com/features/feature-06-26-06.html>

		<p>Williamson, J. & Redish, T. (2009). <i>ISTE's technology facilitation and leadership standards: What every K-12 leader should know and be able to do</i>. Eugene, OR: International Society for Technology in Education.</p> <p>Zhao, Y., Pugh, K., Sheldon, S., & Byers, J. (2002). Conditions for classroom technology innovations. <i>Teachers College Record</i>.</p>
Subtotal		29

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		Brief Description of the Activity	Date Activity Completed	Internship Hours
Standard II. Planning and Designing Learning Environments and Experiences	TF-II.A	Researched and gathered internet resources to assist teachers in infusing technology into a unit of study.	6-14-10	3
		Reflection: Covered in Standard 2 Reflection		
	TF-II.B	Researched and gathered internet resources to assist teachers in infusing technology into a unit of study.	6-15-10	2
		Reflection: Covered in Standard 2 Reflection		
	TF-II.C	Researched and gathered internet resources to assist teachers in infusing technology into a unit of study.	8-19-10	2
		Reflection: Covered in Standard 2 Reflection		
	TF-II.D	Continue to research new resources and ways to greater implement more technology into our curriculum.	9-15-10	2
		Reflection: Covered in Standard 2 Reflection		
	TF-II.E	Continue to research new resources and ways to greater implement more technology into our curriculum.	11-15-10	4
		Reflection: Covered in Standard 2 Reflection		
	TF-II.F	Continue to research new resources and ways to greater implement more technology into our curriculum.	12-8-10	3
		Reflection: EDLD 5370 Reading and Field-Based Experience Reflection Technology Facilitator Standard 2 Technology Facilitator Standard 2: Planning and Designing Learning Environments and Experiences		

Provides a comprehensive description of how technology facilitators and leaders can support teachers during critical instructional planning and design phases.

Reflection on Reading and Field-Based Experience

Self-Assessment

Because this standard focuses on planning unique learning environments, I was motivated to use the new information from the readings to adjust the instructional design (old information) of the required language arts curriculum for my grade level. "A 2005 survey of 1,000 randomly selected teachers revealed that although 85% of teachers used technology for administrative tasks (such as taking and reporting attendance), less than 50% ever used technology to support instruction" (CDW-G, 2005, para. 17). This quote from the readings helped me plan my field-based activity for Standard 2, researching and gathering relevant internet resources to assist teachers in infusing technology into a particular unit of study. The preparation that went into this project was focused on researching and gathering resources, utilizing Performance Indicator *TF-II.C (Identify and locate technology resources and evaluate them for accuracy and suitability)* that could enhance our current curriculum and that would help myself and my fellow teachers create more learning environments and experiences for our diverse students., thus covering the following Performance Indicators: *TF-II.A (Design developmentally appropriate learning opportunities that apply technology-enhanced instruction strategies to support diverse needs of learners)*, *TF-II.B (Apply current research on teaching and learning with technology when planning learning environments and experiences)*. I have learned that I am assuming a leadership role in the pursuit of making technology a higher priority in our student learning experiences. My fellow teachers are on-board with using the new technology resources and lessons/activities that I am helping them infuse into our curriculum, but they are content letting me be the main researcher and developer. One of my fellow teachers will add her input and share her technology knowledge, but the other teacher on the team is content with being spoon-fed ideas. This concerns me in the future in that she will not easily transition into being an active pursuer of integrating technology. She is participating with the project, but is not showing a great interest in being a contributor to the ideas in the project. "Fundamental change is more likely to occur by a process of shifting...a series of small sustainable steps rather than a rapid conversion to a new order" (Rogers, 1995, para. 20). Perhaps I am expecting too much too soon of my colleagues.

Learn as a Learner

This feedback changed my perspective on implementing Standard 2 in that it made me realize I may need to assume more of a supportive role than an expectation of teachers doing all the research and design themselves. This project has been successful in creating more technology-infused learning experiences related to our required curriculum, thus utilizing the following Performance Indicators: *TF-II.D (Plan for the management of technology resources within the context of learning activities)*, *TF-II.E (Plan strategies to manage student learning in a technology-enhanced environment)*, and *TF-II.F (Identify and apply instructional design principles associated with the development of technology resources)*. I plan to continue to research new resources and ways to greater implement more technology into our curriculum. The most valuable lesson that I learned from this experience is that it takes time and extra effort to make the transition from the old ways of teaching to implementing more technology into our lessons.

Lifelong Learning Skills

The readings have provided a realistic expectation of implementing goals and standards and remind me of the value that technology integration has on student learning. "Using technology tools to solve problems or create original products can aid students in constructing meaning and demonstrating their learning-often in ways similar to practicing professionals in the field" (Williamson & Redish, 2009, p. 33). That should be the goal of all educators... to create learning environments where students construct meaning and practice the professional roles they may play in the future workplace. It is that realization that motivates me to research this matter further in the future.

References:

CDW-G. (2006). *Teachers talk survey*. Retrieved from <http://newsroom.cdwg.com/features/feature-06-26-06.html>

		<p>Rogers, E. (1995). Diffusion of innovations (4th ed.), New York: Free Press.</p> <p>Williamson, J. & Redish, T. (2009). <i>ISTE's technology facilitation and leadership standards: What every K-12 leader should know and be able to do</i>. Eugene, OR: International Society for Technology in Education.</p>		
Subtotal				45

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		Brief Description of the Activity	Date Activity Completed	Internship Hours
Standard III. Teaching Learning, and the Curriculum	TF-III.A	Prepared and presented a PowerPoint presentation on the NETS*S and illustrated the importance of integrating technology into content areas.	10-14-10	6
		Reflection: Covered in Standard 3 Reflection		
	TF-III.B	Helped third grade teachers build a unit of study that incorporated state content standards to meet the diverse needs of all students.	3-1-11	3
		Reflection: Covered in Standard 3 Reflection		
	TF-III.C	Helped third grade teachers build a unit of study that incorporated state content standards to meet the diverse needs of all students.	3-2-11	3
		Reflection: Covered in Standard 3 Reflection		
	TF-III.D	Helped third grade teachers build a unit of study that incorporated state content standards to meet the diverse needs of all students.	3-3-11	2
		Reflection: Covered in Standard 3 Reflection		
	TF-III.E	Helped third grade teachers build a unit of study that incorporated state content standards to meet the diverse needs of all students. Met with mentor.	3-4-11	.5
		<p>Reflection: EDLD 5370 Reading and Field-Based Experience Reflection</p> <p>Technology Facilitator Standard 3</p> <p>Technology Facilitator Standard 3: Teaching, Learning, and the Curriculum</p> <p><i>Standard 3 outlines how school technologists influence teaching and learning from another strategic direction-the curriculum.</i></p> <p>Reflection on Reading and Field-Based Experiences</p> <p>Self-Assessment</p> <p>“In an era when the needs of students are rapidly changing, schools are not providing digital-age learners with the types of environments that parallel the connectivity and social interaction patterns that they are accustomed to outside of school” (Williamson & Redish, 2009, p. 57). This quote reminded me of the importance that education should be placing on technology as a tool of engagement for students,</p>		

and a means by which to prepare them for the future workplace. Making the transition to greater technology integration involves collaborating with administrators to see the value that technology plays in education and to make them a part of the team that researches and plans for the future of technology in education.

This realization led to one of my field-based activities for Standard 3. Using the Performance Indicator *TF-III.A (Facilitate technology-enhanced experiences that address content standards and student technology standards)*, I prepared and presented a PowerPoint presentation to my school board. This presentation covered the NETS*S, and illustrated the importance of integrating technology into the content areas. My other activities included helping the third grade teachers at my campus address the diverse needs of students through the use of technology. We used the Language Arts TEKS as our guide to build a unit of study that incorporated technology into the state content standards. Using the CAST website, I modeled how to create and use an eBook for their diverse learners. I also showed them ways that their GT students could create projects and assist the other students with creating projects, all within a technology-enhanced environment. These projects all fall under the following Performance Indicators: *TF-III.B (Use technology to support learner-centered strategies that address the diverse needs of students)*, *TF-III.B.1 (Use methods and strategies for integrating technology resources that support the needs of diverse learners, including adaptive and assistive technology)*, *TF-III.C (Apply technology to demonstrate students' higher order skills and creativity)*, and *TF-III.D (Manage student learning activities in a technology-enhanced environment)*, and *TF-III.E (Use current research and district/region/state/national content standards to build lessons and units of instruction)*.

Self-Assessment

Reflecting back on these field-based experiences, I realized that I learned a great deal about the Standards and about helping teachers infuse technology into their required curriculum. The presentation to the school board allowed me to draw upon my prior knowledge, and perhaps theirs as well, and add new knowledge of the NETS*S and integrating more technology into the curriculum. I included the following quote in my presentation to the school board in an effort to get them to take the students' perspective on education today. According to NetDay, "When asked what types of school settings they prefer, students called for one-to-one, ubiquitous computing environments that are simple, fast, interactive, and wireless" (2006, para. 15). The Kaiser Report reveals that "America's youth average 44.5 hours a week using media" (2005, para. 18). Pointing out these facts about students of today helped the school board see what the students are asking for and it helped me in planning my other field-based experience with the third grade teachers.

Learn as a Learner

I approached all of these field-based experiences as a visual learner. I chose to use a PowerPoint to present to the school board and I chose to use eBooks and interactive technology projects with the third grade teachers and students. This helped me to successfully complete these field-based experiences. The interactions and feedback that I received as a result of completing these projects helped me evaluate the success of these experiences and to build new ideas and changes for future activities.

Lifelong Learning Skills

In the future, I will research other assistive and adaptive technologies that would help teachers meet the needs of their diverse learners. I will also continue in the future to keep lines of communication with administrators and the school board members open in regards to implementing more technology in our required curriculum. As a lifelong learner, I will continue to research educational technologies that will impact student engagement and learning, and continue to stay current on being able to use these new technologies.

References

Kaiser Foundation. (2005). *Generation M: Media in the lives of 8-18-Year-olds*. Retrieved from www.kff.org/entmedia/upload/Generation-M-Media-in-the-Lives-of-8-18-Year-olds.pdf

NetDay. (2006). *Speak Up*. Retrieved from www.tomorrow.org/speakup/index.html

		Williamson, J. & Redish, T. (2009). <i>ISTE's technology facilitation and leadership standards: What every K-12 leader should know and be able to do</i> . Eugene, OR: International Society for Technology in Education.		
Subtotal				59.5

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Standard IV. Assessment and Evaluation	TF-IV.A	Set up a writing course in Schoology website, including rubrics for students to evaluate each other's compositions.	1-11-11	5.5
		Reflection: Covered in Standard 4 Reflection		
	TF-IV.B	Evaluated TAKS scores for fourth grade writing and analyzed ways to improve performance.	1-7-11	1
		Reflection: Covered in Standard 4 Reflection		
	TF-IV.C	Set up a writing course in Schoology website, including rubrics for students to evaluate each other's compositions.	1-28-11	2
		<p>Reflection: EDLD 5370 Reading and Field-Based Experience Reflection</p> <p>Technology Facilitator Standard 4</p> <p>Technology Facilitator Standard 4: Assessment and Evaluation</p> <p><i>Standard 4 highlights the roles that technologists will play in using technology to assess student learning of the core academic content, to assess student technology literacy, to improve student achievement, and to evaluate the implementation of technology programs for accountability and program improvement.</i></p> <p>Reflection on Reading and Field-Based Experiences</p> <p>Self-Assessment</p> <p>Reflecting on the readings for Standard 4, I recognize the importance that education places on student assessment. The current focus on accountability and student assessment “increases the demand for educational technologists to demonstrate how technology can improve assessment of student learning in the classroom” (Williamson & Redish, 2009, p.78). This was the focus behind my choosing to implement a performance-based writing assessment strategy project for one of my field-based activities. After evaluating the data from prior TAKS tests for my campus, I found that our fourth grade writing scores were lower than any of our other areas. This evaluation led me to design a project that would implement a performance-based writing assessment strategy through an electronic portfolio system to upload student work samples, construct rubrics to assess student work, and to analyze student progress. The process of evaluating student data aligned with the Performance Indicator <i>TF-IV.B (Use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.)</i></p> <p>I began this project by meeting with the fourth grade writing teacher. She was immediately excited about using technology with her writing classes to increase student performance. We discussed ways to incorporate the writing rubrics that her students were accustomed to using, and ways to use technology as an assessment tool for more immediate feedback on student compositions. I set up a schoology course for her writing classes and modeled to the teacher and the students how to best use this course to submit compositions for review</p>		

		<p>by their peers. There were rubrics for the original compositions and rubrics for students to follow in assessing their peer's work. The teacher allowed her students to explore this system online and utilized it for a writing project. The results were very positive. The students were thrilled to be using technology in their writing assignments and were showing signs of increased engagement and increased learning. This activity aligned with Performance Indicators <i>TF-IV.A (Apply technology in assessing student learning of subject matter using a variety of assessment techniques)</i> and <i>TF-IV.C (Apply multiple methods of evaluation to determine students' appropriate use of technology resources for learning, communication, and productivity.)</i> Because of the positive feedback from this experience, I realize that "we have opportunities to put new technologies to use in assessment, to create new kinds of tasks, to bring them to life, and to interact with examinees" (Mislevy, Steinberg, Almond Haertel & Penuel, 2003, p.47).</p> <p>Learn as a Learner</p> <p>I approached this activity with the focus of engaging students in the learning process through technology. Because I had experience with a schoology course, I believed that I could adapt it to be beneficial to fourth grade writing students. I learn new things by doing them (hands-on learning) and I believed that these students would be successful learning this technology by using the technology. My colleague, the fourth grade teacher, guided me as I designed the course for her writing class and helped me implement the performance indicators listed above.</p> <p>Lifelong Learning Skills</p> <p>This activity taught me that helping teachers incorporate technology into their existing curriculum can be very rewarding. This motivates me to find other areas where technology could be utilized effectively to improve instruction. As I look to the future, I recognize that more and more educational technologies will be created to address student assessment. "New types of performance assessments may take the form of simulations and games" (Honey, Fasca, Gersick, Mandinach, & Sinha, 2005; National Academy of Engineering & National Research Council, 2006, para. 8). That is exciting to look forward to discovering in the future as a lifelong learner.</p> <p>References</p> <p>Honey, M., Fasca, C., Gersick, A., Mandinach, E., & Sinha, S. (2005). <i>Assessment of 21st century skills: The current landscape</i>. Retrieved from www.21stcenturyskills.org/images/stories/otherdocs/Assessment_Landscape.pdf</p> <p>Mislevy, R., Steinberg, L., Almond, R., Haertel, G., & Penuel, W. (2003). Improving educational assessments. In Haertel, G. & Means, B. (Eds.). <i>Evaluating educational technology: Effective research designs for improving learning</i>. New York: Teachers College.</p> <p>Williamson, J. & Redish, T. (2009). <i>ISTE's technology facilitation and leadership standards: What every K-12 leader should know and be able to do</i>. Eugene, OR: International Society for Technology in Education.</p>
Subtotal		68

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		Brief Description of the Activity	Date Activity Completed	Internship Hours
Standard V. Productivity and Professional Practice	TF-V.A	Conducted half day professional development seminar on ways technology resources can support student learning.	6-28-10	2.5
		Reflection: Covered in Standard 5 Reflection		
	TF-V.B	Conducted half day professional development seminar on ways technology resources can support student learning.	6-28-10	1
		Reflection: Covered in Standard 5 Reflection		
	TF-V.C	Used teacher-created blog that updates resources for classroom usage; shared with colleagues.	6-29-10	2
		Reflection: Covered in Standard 5 Reflection		
	TF-V.D	Used teacher-created blog that updates resources for classroom usage; shared with colleagues.	7-2-10	3
		<p>Reflection: EDLD 5370 Reading and Field-Based Experience Reflection</p> <p>Technology Facilitator Standard 5</p> <p>Technology Facilitator Standard 5: Productivity and Professional Practice</p> <p><i>Standard 5 emphasizes the educator's need for modern technologies in professional practice and to enhance professional learning. Helping others use technology to enhance productivity and professional practice is a role that technology facilitators must assume.</i></p> <p>Reflection on Reading and Field-Based Experiences</p> <p>Self-Assessment</p> <p>This standard focuses on using technology to not only “automate what people do, but also empower teachers in their own learning” (Ketelhut, McCloskey, Dede, Breit & Whitehouse, 2006, p. 51). I chose several activities to meet this standard and its performance indicators. The first activity I designed was a half day professional development seminar for the Early Childhood, Pre-K, Kindergarten, and First Grade teachers at my school. Reflecting back on this activity, my research revealed there are more websites and activities for these grade-levels (new information) than I had previously realized (old information), but I had to actually play the games and work through the activities to determine the level of abilities targeted and the ways they might support student learning. I conducted the seminar in our elementary computer lab so that we each could be at a computer. I participated and learned alongside my colleagues in</p>		

		<p>this exploration of websites and the completion of online <i>techtutorials</i>. This activity aligned with the Performance Indicators <i>TF-V.A (Use technology resources to engage in ongoing professional development and lifelong learning)</i>, and <i>TF-V.B (Continually evaluate and reflect on professional practice to make informed decisions regarding the use of technology in support of student learning)</i>.</p> <p>Learn as a Learner</p> <p>I approached implementing this standard through the development of activities that were visual, hands-on, and participatory in nature as that is the type of learner that I am. “Models of professional development that are generative, meaningful, collaborative, and participant-centered are also best suited to supporting change-a frequent companion to most technology-related initiatives” (Fullan, 2001, p. 63). At the end of the half day seminar, many of my colleagues were already coming up with ideas on how they could integrate some of the sites and whiteboard activities into their curriculum. This led me to believe that I had successfully implemented this standard and perhaps created excitement for the coming year’s efforts to improve student learning. We also discussed trying to use our wiki throughout the school year to keep each other informed of good sites and their uses.</p> <p>Lifelong Learning Skills</p> <p>As I researched sites and interacted with them, I learned that not all sites are worthy of curriculum integration, but rather merely could be used as games for student rewards or incentives. This research was time-consuming and led me to ask a colleague from another school to pass on her favorite sites. She introduced me to a blog that was created by a technology curriculum specialist. This blog listed and categorized by subjects and grade levels many different activities and games that could be integrated into our curriculum. This was an excellent source and a great time saver for me, which addressed the Performance Indicator <i>TF-V.C (Apply technology to increase productivity)</i>. I passed this blog site on to my colleagues and to parents for their children to access at home, thus meeting the Performance Indicator <i>TF-V.D (Use technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning)</i>. Reflecting back on the reading, I agree that “Students also benefit indirectly when educators use technology to enhance their own productivity and professional practice” (Williamson & Redish, 2009, p. 101). I will continue to access this blog site as she updates it regularly and is an excellent source for Pre-K-2nd grade teachers. The lifelong learner in me will continue to research other sites and continue to share with my colleagues through the use of our wiki in order to use technology to increase our productivity and to impact student learning.</p> <p>References</p> <p>Fullan, M. (2001). <i>Leading in a culture of change</i>. San Francisco: Jossey-Bass.</p> <p>Ketelhut, D. McCloskey, E., Dede, C., Breit, L., & Whitehouse, P. (2006). Core tensions in the evolution of online teacher professional development. In C. Dede, (Ed.), <i>Online professional development for teachers</i>. Cambridge, MA: Harvard University Press.</p> <p>Williamson, J. & Redish, T. (2009). <i>ISTE’s technology facilitation and leadership standards: What every K-12 leader should know and be able to do</i>. Eugene, OR: International Society for Technology in Education.</p>	
Subtotal			76.5

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Standard VI. Social, Ethical, Legal, and Human Issues	TF-VI.A	Prepared and made presentation to fifth grade class on internet safety and copyright infringement.	5-13-11	4
		Reflection: Covered in Standard 6 Reflection		
	TF-VI.B	Collaborated with special education teachers to integrate technology to meet the diverse needs of their special education students.	5-3-11	2
		Reflection: Covered in Standard 6 Reflection		
	TF-VI.C	Collaborated with special education teachers to integrate technology to meet the diverse needs of their special education students.	5-5-11	2
		Reflection: Covered in Standard 6 Reflection		
	TF-VI.D	Made presentation to fifth grade class on internet safety and copyright infringement.	5-13-11	1
		Reflection: Covered in Standard 6 Reflection		
	TF-VI.E	Collaborated with special education teachers to integrate technology to meet the diverse needs of their special education students.	5-6-11	1
		Reflection: EDLD 5370 Reading and Field-Based Experience Reflection Technology Facilitator Standard 6 Technology Facilitator Standard 6: Social, Ethical, Legal, and Human Issues <i>Standard 6 addresses the social, ethical, legal, and human components of technology use in education. Some of the issues technology educators face today are: digital equity, privacy of electronic student records, student's online safety, and copyright infringement.</i> Reflection on Reading and Field-Based Experiences Self-Assessment Implementing this standard involved the creation of several different activities and the modeling of proper internet usage for my school. "Technologists must understand the emerging issues and shape technology use for the common good" (Williamson & Redish, 2009, p.		

123). This quote made me take a look at areas that I could make the greatest impact for the common good. “The issue is not whether we will use technologies, but which we will choose and whether we will use them well” (Nardi & O’Day, 1999, p. 27). The first activity I prepared was directed at meeting the needs of diverse students, specifically special needs students. I worked with the special education teachers on my campus to help address the IEPs of their students through the integration of technology. This activity addressed the Performance Indicator *TF-VI.B (Apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities)*, *TF-VI.C (Identify and use technology resources that affirm diversity)*, and *TF-VI.E (Facilitate equitable access to technology resources for all students)*. I relied on my limited knowledge of special education issues (old information) to help guide me to new ways to use technology with special needs students. The new information that I gained through the CAST site and the project that I completed in my “Teaching with Technology” course provided an excellent background for this task. The other activity that I completed to implement this standard was making a presentation on proper internet usage and copyright infringement to a class of fifth grade students. I used some short video clips on these subjects and modeled the ways to safely use the internet in and out of the school environment. This activity met the Performance Indicators *TF-VI.A (Model and teach legal and ethical practice related to technology use)* and *TF-VI.D (Promote safe and healthy use of technology resources)*.

Learn as a Learner

Implementing this standard was a daunting task as it covers numerous issues. My approach to completing this task was to do the activities mentioned above in an effort to address the performance indicators as best I could. A quote from the readings suggests that younger children are in need of internet safety training. “Youth report frequently lying about their age and personal information online—sometimes to gain access to inappropriate sites, sometimes to be “playful”, and sometimes to protect their identity” (Lenhardt & Madden, 2007, para. 12). This realization led me to address these issues with the fifth grade class through the use of videos and online clips because I am a visual learner. I believe that I was successful in introducing them to internet safety usage and copyright infringement. The activity that I used with the special education students allowed me to appeal to a diverse group of learners through the elements of an eBook. The students were able to read the eBook that I created through audio, visual, and hands-on technologies. I believe this activity helped me successfully address some of the issues within Standard 6.

Lifelong Learning Skills

These activities taught me that using certain technologies can meet diverse learner needs through my creation of a multi-media product. The activity could be carried further for future learning if the students were asked to create a product of their own through these same CAST technologies. The online safety activity made me want to research more into safe practices for social networking sites in an effort to greater prepare and protect students entering this world of social interactions. Overall, these field-based experiences helped me implement this standard, but left me realizing that I have much more to work on in the future to address the social, ethical, and human issues involved in technology usage today.

References

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Subtotal		86.5

Appendix G: Internship Field-based Activities Summary Report and Validation

		Brief Description of the Activity	Date Activity Completed	Internship Hours
Standard VII. Procedures, Policies, Planning, and Budgeting for Technology Environments	TF-VII.A	Scheduled weekly computer lab time to integrate more technology into Kindergarten curriculum and to teach basic technology skills.	4-19-10	1
		Reflection: Covered in Standard 7 Reflection		
	TF-VII.B	Participated on a committee that helped research and create a new district technology plan. We began our research by reviewing online trouble ticket response times, and by conducting a survey on teacher satisfaction with technical support.	4-24-10	6.5
		Reflection: Covered in Standard 7 Reflection		
	TF-VII.C	Attended professional development on uses and skills training for the new district-issued laptops.	6-13-11	4
		<p>Reflection: EDLD 5370 Reading and Field-Based Experience Reflection</p> <p>Technology Facilitator Standard 7</p> <p>Technology Facilitator Standard 7: Procedures, Policies, Planning, and Budgeting for Technology Environments</p> <p><i>Standard 7 addresses the technical tasks associated with providing educators and students with high-quality access to technology.</i></p> <p>Reflection on Reading and Field-Based Experiences</p> <p>Self-Assessment</p> <p>The most important factor in putting reliable technology in the hands of teachers and students is the district technology leader. Through the readings and field-based experiences related to Standard 7, I have learned that without updated and reliable network infrastructure and a knowledgeable technology leader, technology in the classroom will not be effective. "It is critical that technologists establish a stable technological infrastructure to support the effective use of technology in schools" (Williamson and Redish, 2009, p. 147).</p> <p>My first field-based experience addressed the elements in Performance Indicator <i>TF-VII.A (Use the school technology facilities and resources to implement classroom instruction)</i>. This activity involved my grade-level teachers deciding to routinely go to the computer lab throughout the school year, incorporating technology into our curriculum as much as we could. The computer lab last year was rarely in working condition. Our district hired a new technology coordinator who fixed a great number of problems in our lab and in classroom computers. We successfully incorporated more technology into our curriculum and taught some very basic computer skills to our Kindergarten students.</p> <p>Learn as a Learner</p> <p>The next field-based activity that I completed covered the elements in Performance Indicator <i>TF-VII.B (Follow procedures and guidelines used in planning and purchasing technology resources)</i>. Before making the decision as to what to purchase and how to plan for the future of technology in my district, I became part of committee that was asked to research and develop a new technology plan.</p>		

	<p>We began by completing one of my field-based activities that had us reviewing online trouble tickets and conducting a survey to measure teachers’ satisfaction level with technical support services. “Without adequate infrastructure support, teachers are easily frustrated and prone to abandon technology, dismissing it as unreliable” (Sandholtz & Reilly, 2004, p. 106). We quickly realized that our network was outdated and not as reliable as it needed to be to support the level of technology that teachers were attempting to use in their classrooms. Through this survey, I was able to successfully complete this task and to discover how important the infrastructure is to a district’s technology plan. Working with my colleagues on this project helped me better understand the level of frustration with reliability that existed at that time.</p> <p>Lifelong Learning Skills</p> <p>As the year was winding down, the teachers found out that we would be getting a laptop to replace the desktop computers that we currently had in our classrooms. This was part of the technology plan that we had created earlier in the year. In an effort to train all of the teachers on the functions and uses of our laptops, we received our new laptops and four weeks later, the district set up professional development for us. I attended the two-day workshop in an effort to become more adept at using my new laptop and to help be a technology leader on my campus. “Scheduling training after hardware and software implementation stage ensures that users have access to their new equipment or services upon the conclusion of training, and they can begin to apply their new skills immediately” (Broad & Newstrom, 1992, p. 155). This fulfilled the Performance Indicator <i>TF-VII.C (Participate in professional development opportunities related to management of school facilities, technology resources, and purchases)</i>. As a lifelong learner, I am continually reminded of how quickly technology changes and how I must continue to update and educate myself on the new trends and tools in technology to be a more effective teacher and technology leader on my campus.</p> <p>References</p> <p>Broad, M., & Newstrom, J. (1992). <i>Transfer of training: Action-packed strategies to ensure high payoff from training investments</i>. New York: Perseus.</p> <p>Sandholz, J., & Reilly, B. (2004). Teacher, not technicians: rethinking technical expectations for teachers. <i>Teachers College Record</i>.</p> <p>Williamson, J. & Redish, T. (2009). <i>ISTE’s technology facilitation and leadership standards: What every K-12 leader should know and be able to do</i>. Eugene, OR: International Society for Technology in Education.</p>		
Subtotal			98

Appendix G: Internship Field-based Activities Summary Report and Validation

		Brief Description of the Activity	Date Activity Completed	Internship Hours
Standard VIII. Leadership and Vision	TF-VIII.A	Conducted an evaluation of my school's technology strengths and weaknesses.	6-7-10	3
		Reflection: Covered in Standard 8 Reflection		
	TF-VIII.B	Consulted with technology coordinator to devise steps to implement a new technology plan and bring about change.	6-1-10	2
		Reflection: Covered in Standard 8 Reflection		
	TF-VIII.C	Formed a committee to research and create a new district technology plan.	6-3-10	2
		Reflection: Covered in Standard 8 Reflection		
	TF-VIII.D	Assumed a leadership role on a subcommittee to research and create a new district technology plan.	6-1-10	1
		Reflection: Covered in Standard 8 Reflection		
	TF-VIII.E	Shadowed technology coordinator on the job to gain new perspective and knowledge.	6-11-10	7
		Reflection: EDLD 5370 Reading and Field-Based Experience Reflection Technology Facilitator Standard 8 Technology Facilitator Standard 8: Leadership and Vision <i>Standard 8 addresses how technologists lead others in creating a research-based vision and developing a long-range plan to move the vision into reality.</i> Reflection on Reading and Field-Based Experiences Self-Assessment "Capable leadership and careful planning are critical factors that are consistently interwoven within the fabric of successful school technology initiatives" (Whitehead, Jensen, & Boesch, 2003, p. 21). I learned that without a strong and effective technology leader in our district, the likelihood of successful technology integration improvements would remain low. Because our district has excellent leadership,		

they hired a new technology coordinator for our district that has made vast improvements. My first field-based experience for Standard 8 involved educating administrators on the need for our district to strive to meet all of the national technology standards. This involved conducting an evaluation of the school's technology strengths and weaknesses and consulting with the technology leader to devise steps to implement a new plan. This activity addressed the following two Performance Indicators: *TF-VIII.A (Identify and apply educational and technology related research, the psychology of learning, and instructional design principles in guiding the use of computers and technology in education)*, and *TF-VIII.B (Apply strategies for and knowledge of issues related to managing the change process in schools)*. The prior knowledge I had of our district technology strengths and weaknesses was quickly multiplied as I completed the task of researching our school. It seemed evident that both teachers and administrators were ready for improvements, but I learned that changes take time and patience.

Learning as a Learner

The next field-based activity that I completed covered the elements in Performance Indicator *TF-VIII.C (Apply effective group process skills)*, and *TF-VIII.D (Lead in the development and evaluation of district technology planning and implementation)*. The technology coordinator was asked by our administration to develop a new technology plan that would address the most pressing technology needs in the district, as well as a vision for the future. "School leaders need to know what type of equipment to purchase, where to obtain the best buys, how to train teachers to use it, and when it should be upgraded" (Anderson & Dexter, 2000, para. 22). I was asked to be on the committee that helped research and create this plan. The committee approached this project with the focus of finding other schools that were successfully integrating technology into their curriculum and modeling our plan after theirs where applicable. This process taught me the value of learning by observing and by example. I took the knowledge I had about our current technology usage, and applied that to the new knowledge I gained from observing other schools. I was successful in completing this task and in implementing the Standard 8 objectives through this activity. Seeing others putting technology, specifically one-to-one laptops, into the hands of their students, helped me gain an understanding of ways that we could develop our technology integration.

Lifelong Learning Skills

Because I was working directly with the technology coordinator for my district, I was able to learn and see things from his perspective. This was very helpful to me to be able to learn more about the network infrastructure and some of the roles that the technology coordinator plays. My final field-based activity for this standard was an on-going activity. I shadowed the technology coordinator whenever I could and obtained a host of new knowledge and new perspectives on things. This activity fulfilled the Performance Indicator *TF-VIII.E (Engage in supervised field-based experiences with accomplished technology facilitators and/or directors)*. This experience has made me want to learn and research more about what can be done to bring about change for the future of technology within my district. As authors Williamson and Redish point out, "Technology leaders need to: inspire a shared vision among members of an organization; generate goals and strategies to move the organization toward the vision; and sustain and garner support for change along the way" (2009, p. 178). The lifelong learner in me wants to be a part of that change and that vision for the future.

References

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Subtotal		15
TOTAL		113

Site Mentor:

Name: Scott Marshall Title: Principal
(Please Print)Signature: Scott Marshall Date: 6/18/11